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ABSTRACT

The Right-to-Read Project was introduced into 7 school districts in Region 1 (Texas) in September 1972. Bilingual program materials developed under an Elementary and Secondary Education Act (ESEA) Title VII grant were placed in 34 kindergarten classrooms with an enrollment of approximately 900 students. Because of late enrollments, the number of classrooms increased to 38 and the number of students to 1,000. The materials placed in the classrooms were the first year of a sequential, 4-year program for Mexican American children with little or no knowledge of English. They consist of: (1) Spanish Reading--Region One Literacy Lessons (ROLL), and (2) English as a Second Language--Region One Curriculum Kit (ROCK). Project personnel included 5 staff members and 38 classroom teachers. The program had 7 objectives such as: students must demonstrate they can relate sounds to compose words in their native language; students in the Spanish Reading Program will demonstrate an awareness that the correspondence between letters and sound is not always one-to-one; students in the English as a Second Language Program will be able to generate orally at least 3/4 of the sentence patterns contained in the ROCK I Kit. A goal established for the project was for each classroom to complete reading the 5th booklet in the Spanish Reading Program series by the end of the school year. Fifteen percent of the classrooms actually finished booklet #5, and an additional 17% had started it. The English as a Second Language program progressed as planned, with approximately 65% of the classrooms completing over 90% of the 128 lessons in the program and 85% completing 80%. (KM)

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REGION ONE RIGHT-TO-READ PROJECT:

1972-73 EVALUATION REPORT

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REGION ONE RIGHT TO READ PROJECT:
1972-73 EVALUATION REPORT

I. INTRODUCTION

SCOPE OF THE PROJECT

The Right to Read Project was introduced into seven school districts in Region One in September 1972. Bilingual program materials which had been developed by the Region One Education Service Center under a ESEA Title VII grant were placed in 34 kindergarten classrooms with a total enrollment of approximately 900 students. The number of classrooms has increased to 38 during the course of the year because late enrollments greatly increased the number of students in some classrooms. The total enrollment in the program is approximately 1,000 students.

RIGHT TO READ MATERIALS

The Bilingual materials placed in the kindergarten classrooms are the first year materials from a sequential, four year program designed for Mexican-American children with little or no knowledge of English. The kindergarten materials consist of two components:

1. Spanish Reading. This course, designated as Spanish ROLL*, is designed to teach first year (kindergarten) Spanish-speaking students to read in Spanish. Students who do not complete the course during kindergarten continue in it during first grade.

2. English as a Second Language. This component, designated as the ROCK**program, consists of a two year sequence of oral English instruction (kindergarten and first grade) designed specifically for non-English speaking children.

PERSONNEL

Personnel participating in the Region One Right to Read Project include five staff members and 38 classroom teachers.

*ROLL stands for Region One Literacy Lessons
**ROCK stands for Region One Curriculum Kit

Classroom Teachers. Thirty-four kindergarten teachers were selected to participate in the Right to Read Project in September 1972. Four additional teachers joined the project during the school year because late enrollments made it necessary to divide several of the larger classes.

Data related to the teachers' professional experience and qualifications are presented in Table I. Eight of the teachers in the project are first year teachers. As a group, the teachers' average teaching experience in kindergarten is only 3.4 years.

Educational levels of the teachers are as follows: one teacher is non-degree, thirty-three are B. A. or B. S., and four have 15 hours above the B. A. or B. S. None of the teachers have achieved a M. A. degree or beyond. The type of certification held by the teachers is as follows: three teachers have emergency certification, twenty-two have provisional permanent certificates, and thirteen have professional permanent certificates.

A survey of the thirty-eight teachers revealed that sixteen teachers either could not communicate in Spanish or were not fluent. In contrast, six teachers were fluent in speaking Spanish but not fluent in reading and writing, while sixteen teachers were fluent in speaking, reading, and writing Spanish. In other words, sixteen (42%) of the teachers are essentially monolingual English speakers while 22 (58%) are bilingual in English and Spanish.

Administrative Staff. The staff for the Region One Right to Read Project consists of the Project Director, two full-time consultants, and two aides.

TABLE I

SCHOOL	NO. TCHRS	NO. FIRST YR. TCHRS	AVERAGE YEARS TEACHING	AVG. YRS. TCHNG K	TYPE CERTIFICATION			EDUCATION LEVEL				
					EMERG	PROV	PROF	NON DEG	B.A.	B.A.+15	M.A.	M.A.+
School A	10	4	4.6	2.5	1	7	2	1	9	0	0	0
School B	1	1	1.0	1.0	0	1	0	0	1	0	0	0
School C	3	0	22.3	3.7	0	2	1	0	2	1	0	0
School D	9	0	10.8	4.9	1	5	3	0	8	1	0	0
School E	9	2	4.2	3.1	0	4	5	0	7	2	0	0
School F	5	1	8.4	2.6	1	3	1	0	5	0	0	0
School G	1	0	19.0	6.0	0	0	1	0	1	0	0	0
Total	38	8	8.1	3.4	3	22	13	1	33	4	0	0

II. EVALUATION OF THE PROJECT

Reading pretests were not administered to any of the kindergarten students because the project staff made the assumption that the students could not read in either Spanish or English upon entry into the program. This assumption was validated by the project consultants.

Pretesting has been completed on a group of 545 second grade students in the seven school districts participating in the Right to Read Project. These second grade students have completed three years of school (K, 1, and 2) in a "traditional" reading program and will serve as a control group for the students in the Right to Read Project. Their scores will be compared to the project students' scores after the project students (now completing kindergarten) have completed second grade. The standardized tests used in testing the control group were the California Achievement Test (for regular students) and the Stanford Achievement Test (for migrant students). In addition, a test of creative writing prepared by the project staff was administered to all the control group students.

PERFORMANCE OBJECTIVES FOR 1972-73

An analysis of each of the performance objectives in the 1972-73 project proposal is presented below:

A. Spanish Reading

Objective 1: Students must demonstrate that they can relate sounds to compose words in their native language.

Objective 2: Students in the Spanish Reading program will read and demonstrate a comprehension of sentences containing five or six words. The words in the sentences will contain only letters with a one-to-one correspondence between sound and letter.

Evaluation of Interim Tests

At the beginning of the school year, 34 classrooms were included in the Spanish Reading Program. The number was subsequently increased to 38 as late enrollments made it necessary to form new classes. The Spanish Reading Program

contains eight booklets, and a criterion-referenced test was to be administered to each student upon completion of the booklet. Since only a few classrooms progressed beyond booklet 5 during the year, interim test results are presented only for booklets 1-5. The results of interim tests 1-5 are presented in Table II.

Test #1 was designed to test the students' ability to name objects pictured and identify the letter representing the initial sound of the object. The test contains 15 pictures of objects which begin with the letters A, E, I, M, or S and the students were asked to circle the beginning letter. There were three items for each letter, making a total of five subtests. The data in Table II indicates that Spanish Reading Test #1 was administered in 36 of the classrooms (two additional classrooms were formed later by drawing students from existing classrooms.) From 33 to 35 of the 36 classrooms achieved criterion on the five individual subtests, but only 23 attained criterion on all five subtests. These results seem to indicate that although some students failed to achieve criterion on one or more of the subtests, no consistent pattern of errors or area of difficulty is apparent from the test data.

Spanish Reading Test #2 was designed to test students' ability to (1) name objects pictured and identify the letters representing the beginning and ending sounds of the object pictured, and (2) identify beginning syllables of objects pictured. The test contains 12 items in which the students were asked to circle both the beginning and ending letters and 6 items in which the students were asked to circle the beginning syllable. The data presented in Table II shows that the test was administered in all 38 of the classrooms in the program. The results of Test #2 indicated that 37 classrooms achieved criterion on subtest A (beginning sounds) and 32 achieved criterion on subtest B (ending sounds). However, only 21 classrooms attained criterion on subtest C (beginning syllables).

TABLE II

SPANISH READING TEST # 1

SCHOOL	NO. OF CLASS-ROOMS	NO. CLASS-ROOMS ADMIN-ISTERING TEST	NUMBER OF CLASSROOMS ACHIEVING CRITERION*					
			SUBTEST A	SUBTEST B	SUBTEST C	SUBTEST D	SUBTEST E	ALL SUB-TESTS
School A	8**	8	8	7	8	7	8	6
School B	1	1	1	0	0	0	0	0
School C	3	3	3	3	3	3	3	3
School D	9	9	8	9	9	9	9	5
School E	9	9	9	9	9	8	9	5
School F	5	5	5	5	5	5	4	3
School G	1	1	1	1	1	1	1	1
TOTALS	36	36	35	34	35	33	34	23

*Criterion levels were for 70% of the students in the classroom to attain a specified standard for each subtest, i.e., no more than one error on each subtest.

**Two additional classes were formed from the existing classes after school began.

SPANISH READING TEST # 2

SCHOOL	NO. OF CLASS-ROOMS	NO. CLASS-ROOMS ADMIN-ISTERING TEST	NUMBER OF CLASSROOMS ACHIEVING CRITERION*				
			SUBTEST A	SUBTEST B	SUBTEST C		ALL SUB-TESTS
School A	10	10	9	7	3		3
School B	1	1	1	1	1		1
School C	3	3	3	3	2		2
School D	9	9	8	8	5		5
School E	9	9	9	9	7		7
School F	5	5	3	3	2		2
School G	1	1	1	1	1		1
TOTALS	38	38	37	32	21		21

*Criterion levels were for 70% of the students in the classroom to attain a specified standard for each subtest, i.e., no more than three errors on subtest A and B, and no more than two errors on subtest C.

Spanish Reading Test #3 was designed to test students' ability to (1) name objects pictures and identify the letters representing the beginning and ending sounds of the object pictures, (2) identify beginning syllables of objects pictured, (3) select the word representing an object pictured, (4) select a picture of an object after reading the word, and (5) select a word to complete a sentence. Table III shows that the test was administered in 31 of the 38 classrooms. The criterion levels on each subtest were achieved in from 24 to 29 of the classrooms. However, 70% of the students attained criterion on all five subtests in only 16 of the 31 classrooms. This result indicates that some students had difficulty with one subtest while others had difficulty with another, but no consistent pattern of errors is apparent.

Spanish Reading Test #4 was designed to test students' ability to (1) name objects pictured and identify the letters representing the beginning and ending sounds, (2) name objects pictured and, given one syllable of the word representing the object, select the missing syllable to form the word, (3) select the word representing an object pictured, (4) select a picture to match a word after reading the word, and (5) select a word to complete a sentence. Table III shows that the test has been administered in only 19 of the 38 classrooms and in 10 of the classrooms the test has been given to only part of the class. The number of classrooms administering the test is small because the other classrooms did not complete reading booklet 4. The results of the testing indicate that almost all groups achieved criterion on each subtest with the exception of subtest E. This subtest required the students to select a word to complete a sentence. Examination of the subtest indicated that the students were required to complete sentences that had words missing from the middle of the sentences. In previous tests they had only the last word missing. Difficulty with this subtest was the primary reason that only 12 of the 19 classrooms reached criteria on all subtests.

TABLE III

SPANISH READING TEST # 3

SCHOOL	NO. OF CLASS-ROOMS	NO. CLASS-ROOMS ADMIN-ISTERING TEST	NUMBER OF CLASSROOMS ACHIEVING CRITERION*					
			SUBTEST A	SUBTEST B	SUBTEST C	SUBTEST D	SUBTEST E	ALL SUB-TESTS
School A	10	5**	4	4	4	4	3	2
School B	1	0	0	0	0	0	0	0
School C	3	3	3	3	3	3	2	2
School D	9	9**	7	8	9	9	8	6
School E	9	9**	8	7	8	8	7	5
School F	5	4**	2	3	3	4	3	1
School G	1	1	1	1	1	1	1	0
TOTALS	38	31	25	26	28	29	24	16

*Criterion levels were for 70% of the students in each classroom to attain a specified standard for each subtest, i.e., not more than 2 errors on subtests A and E, and not more than 1 error on subtests B, C, and D.

**Includes classrooms in which only one group of students was tested.

SPANISH READING TEST # 4

SCHOOL	NO. OF CLASS-ROOMS	NO. CLASS-ROOMS ADMIN-ISTERING TEST	NUMBER OF CLASSROOMS ACHIEVING CRITERION*					
			SUBTEST A	SUBTEST B	SUBTEST C	SUBTEST D	SUBTEST E	ALL SUB-TESTS
School A	10	2**	2	2	2	2	1	1
School B	1	0						
School C	3	3	3	3	3	3	2	2
School D	9	5	5	5	5	5	5	5
School E	9	6**	5	6	6	6	2	2
School F	5	2**	2	2	2	2	2	1
School G	1	1	1	1	1	1	1	1
TOTALS	38	19	18	19	19	19	13	12

*Criterion levels were for 70% of the students in each classroom to attain a specified standard for each subtest, i.e., not more than 2 errors on subtests A and E and not more than 1 error on subtests B, C, and D.

**Includes classrooms in which only one group of students was tested.

TABLE III Continued

SPANISH READING TEST # 5

SCHOOL	NO. OF CLASS-ROOMS	NO. CLASS-ROOMS ADMIN-ISTERING TEST	NUMBER OF CLASSROOMS ACHIEVING CRITERION*			
			SUBTEST A	SUBTEST B	SUBTEST C	ALL SUB-TESTS
School A	10	1**	1	1	1	1
School B	1	0	0	0	0	0
School C	3	2	2	2	2	2
School D	9	4**	4	4	4	4
School E	9	1**	1	1	1	1
School F	5	1**	1	1	1	1
School G	1	0	0	0	0	0
TOTALS	38	9	9	9	9	9

* Criterion levels were 70% of the students in each classroom to attain a specified standard for each subtest, i.e., not more than 4 errors on subtests A & B and not more than 2 errors on subtest C.

** Includes classrooms in which only one group of students was tested.

Spanish Reading Test #5 was designed to test students' ability to (1) select a picture of an object after reading the word, (2) select the first and last syllables to form a word represented in a picture, and (3) select a picture of an object after reading a sentence. The results presented in Table III indicate that the test was administered in only 9 of the 38 classrooms. In 6 of the classrooms the test was given to only part of the class. The analysis of the test showed that all 9 classrooms achieved criterion on all of the subtests. One possible explanation of the high scores on the test is that only the students with the highest reading skills completed booklet 5 during the school year.

Analyses of test #6 and test #7 are not presented since only one group in one classroom completed and returned the tests. One group in a different classroom completed all 8 reading booklets but did not administer the tests.

Evaluation of the End of Program Test

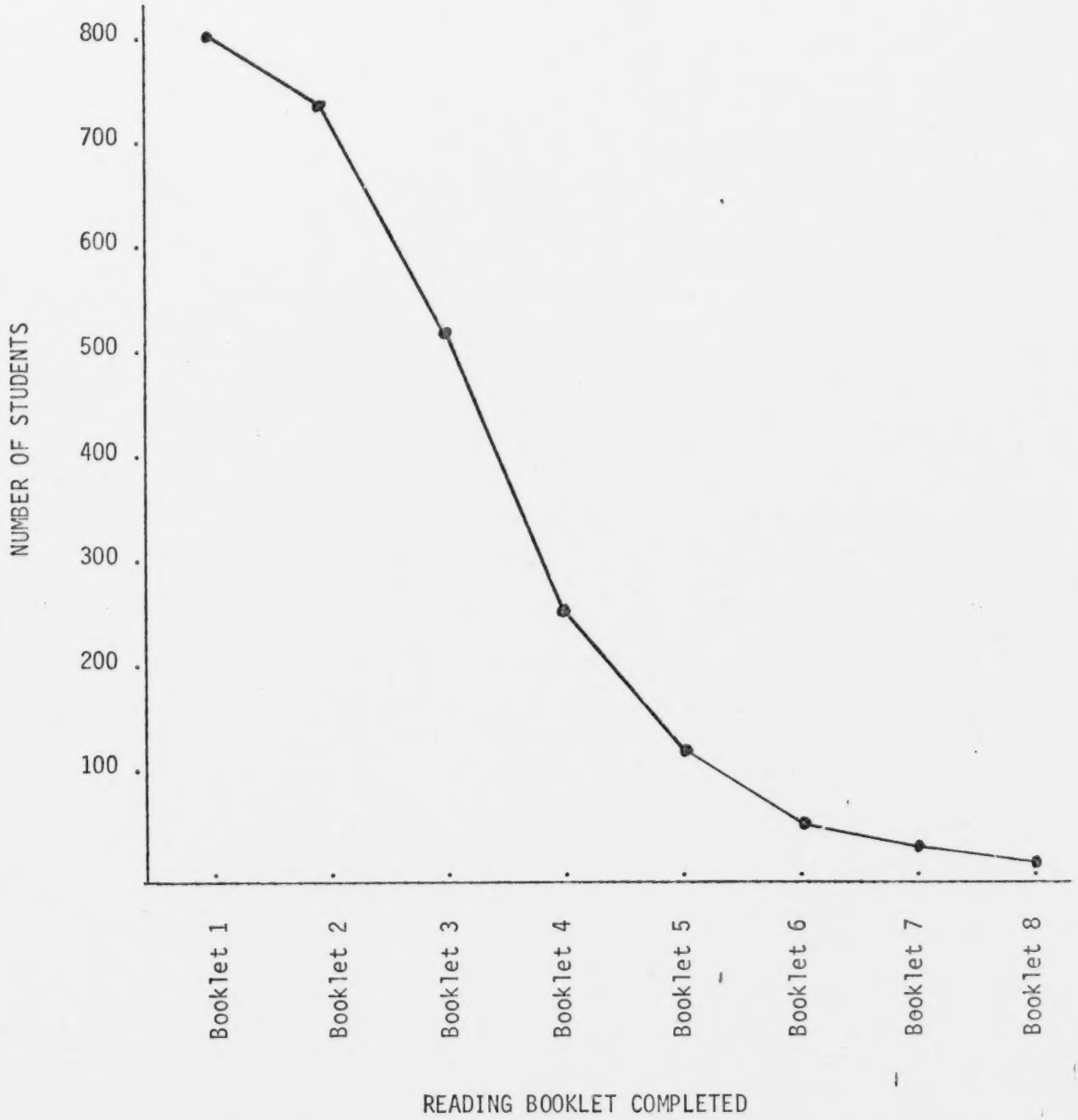
The end of program test for the Spanish Reading Program was administered to 812 students. An additional 124 students withdrew from school prior to the test date, and 73 were absent or were not tested for other reasons.

Figure 1 indicates the number of students that completed each of the eight reading booklets and also took the end-of-program test. A total of 812 students completed reading booklet #1 and took the test. However, only 740 of these students completed booklet #2, 505 completed booklet #3, and 253 completed booklet #4. In other words, only about one-fourth of the students in the program completed reading booklet #4. Similarly, 115 of the students completed booklet #5, 25 students completed booklet #6, and 17 finished booklet #7. Only 7 of the 812 students tested completed all of the eight Spanish reading booklets. These figures, while somewhat lower than expected, are similar to the progress made by experimental classrooms during the development of the Spanish Reading Program in 1970-1972.

The end-of-program Spanish reading test consisted of two parts: word recognition and sentence comprehension. The word recognition and sentence comprehension portions

FIGURE 1

NUMBER OF STUDENTS COMPLETING
THE SPANISH READING PROGRAM



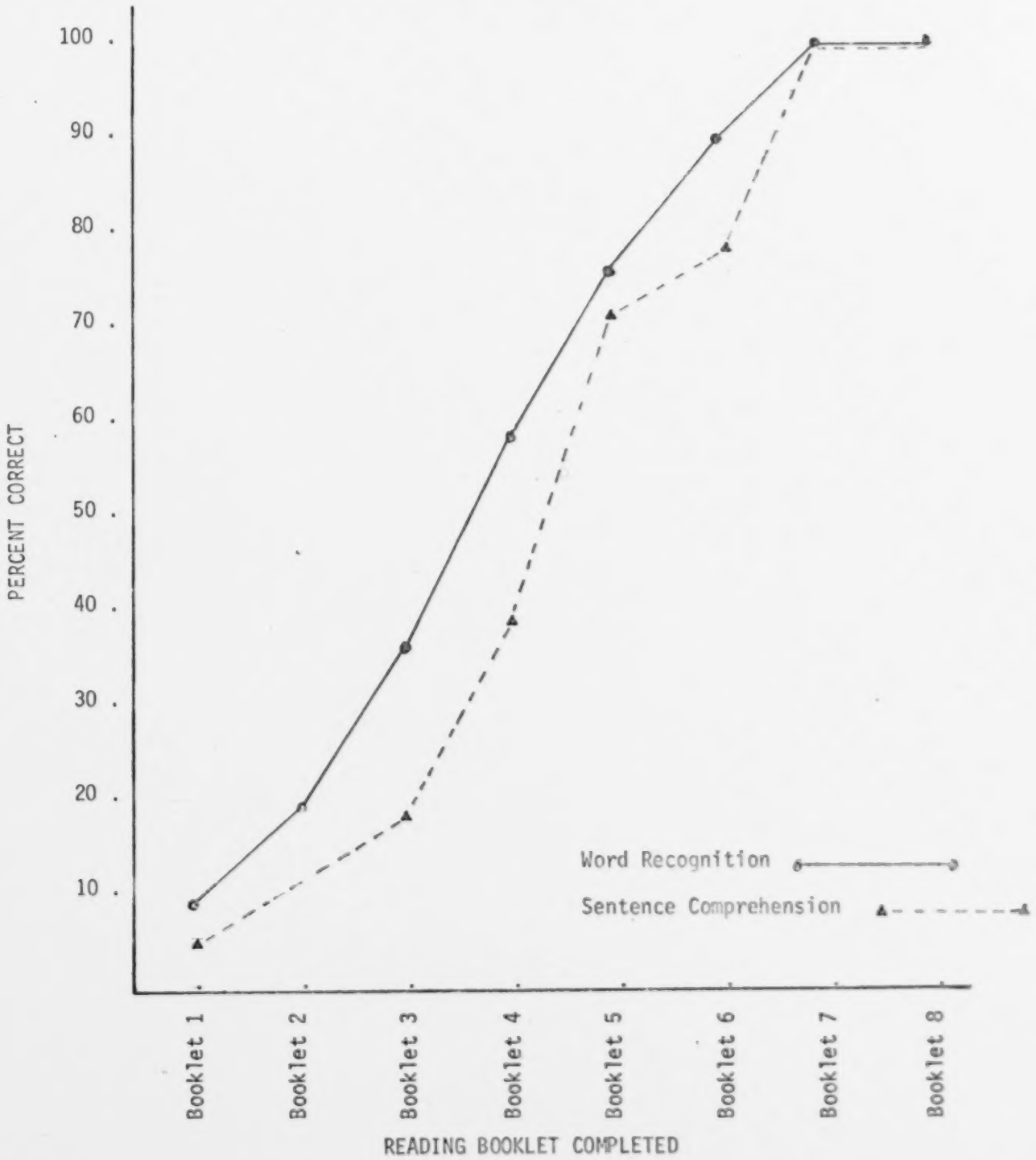
were divided into subtests by grouping items which corresponded to the reading booklets. The word recognition section contained 42 items and the sentence completion section contained 20 items.

The test results were analyzed by scoring the word recognition and sentence comprehension sections separately. The students were classified according to the last reading booklet they had completed. Average scores for the word recognition and sentence comprehension sections were calculated for students who completed each of the reading booklets. The results of the analysis are presented in Figure 2. The average scores for both word recognition and sentence comprehension showed a strong positive correlation with the number of reading booklets completed by the students. That is, average scores for both parts increased as the number of reading booklets completed by the students increased. On the word recognition section, students who completed only booklet #1 had an average percentage correct of 9% while students who completed booklet #4 had an average of 58% and those who completed booklet #7 had an average of 99% correct. Similarly, on the sentence comprehension section, students who completed booklet #1 had an average percentage correct of 5%, while those who completed booklet #4 had an average of 39% and those who completed booklet #7 had an average of 99% correct.

Comparisons of average scores on word recognition and sentence comprehension were made for students at each reading booklet. These comparisons indicate that word recognition scores were consistently higher for the students who completed booklets 1 through 6, and not different for those who completed booklets 7 and 8. However, the number of students that completed booklets 6, 7, and 8 were very small (less than 25), Apparently, the sentence comprehension section was a more difficult task than that presented in the word recognition section. For example, students who had completed booklet #1 had an average score of 9% on word recognition and 5% on sentence comprehension, and students who had completed booklet #2 had average scores of 19% on word recognition and 7% on sentence comprehension.

FIGURE 2

SPANISH READING END OF PROGRAM TEST
AVERAGE PERCENT CORRECT FOR STUDENTS
AT EACH READING LEVEL



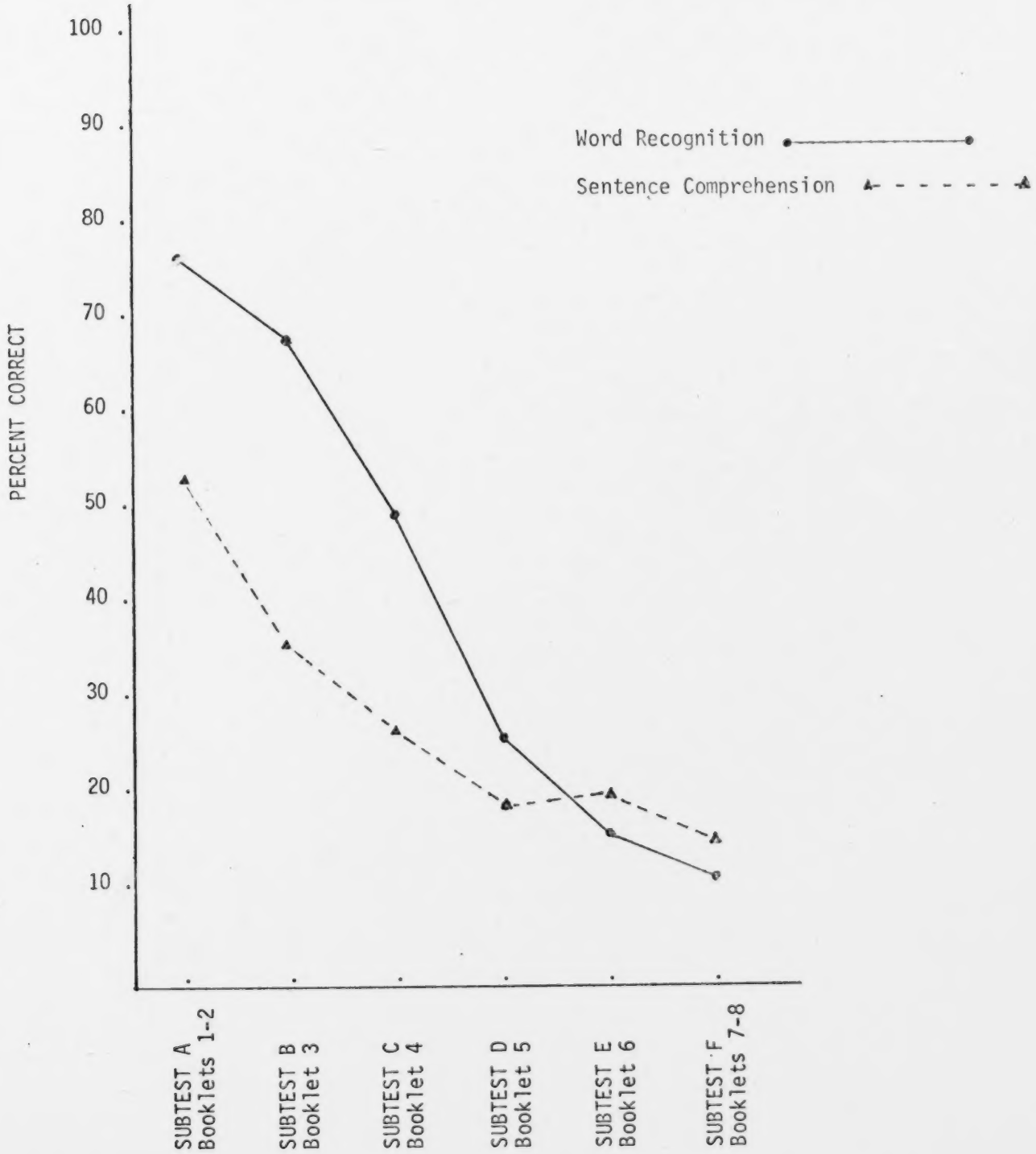
The results presented in Figure 2 indicate that this trend continued for the students who had completed booklets 3, 4, 5, and 6.

A second analysis of the end-of-year Spanish reading test consisted of calculating the average percentage correct for all students for each subtest within the word recognition and sentence comprehension sections of the test. The results of this analysis are presented in Figure 3. The analysis shows that there was a strong downward trend (negative correlation) between the average score on each subtest and the booklet on which the subtest was based. That is, average scores were highest on the subtest dealing with materials from booklets #1 and #2 and were lowest for the subtest containing material from booklets #7 and #8. These results are consistent with expectations and provide evidence of the validity of the test.

Comparisons of average scores on word recognition and sentence comprehension were made for each subtest. These comparisons show that word recognition scores were higher for subtests dealing with reading booklets #1 through 5, but somewhat lower for subtests on booklets 6, 7, and 8. It should be noted, however, only a very small number of students completed the materials covered in the latter subtests. The sentence comprehension task appeared to be more difficult than the word recognition task, at least for items from reading booklets 1 through 5. For example, average scores for all students on subtest A (materials from booklets #1 and 2) were 74% correct on word recognition and 52% for sentence comprehension. Similarly, for subtest B (materials from booklet #3) the average score for word recognition was 64% and that for sentence comprehension was 35%. For the subtest C (booklet #4 materials) the average score for word recognition was 48% while it was 23% for sentence comprehension. In contrast, the difference between average scores on word recognition and sentence comprehension were much smaller for materials from booklet #5 (24% and 19% respectively). The result on this subtest is probably due to the fact that only the more able students had completed booklet #5 during the year.

FIGURE 3

SPANISH READING END OF PROGRAM TEST
AVERAGE PERCENTAGE CORRECT
BY SUBTEST



In summary, the students' scores on the Spanish Reading end-of-program test was highly dependent on their progress in the Spanish reading booklets. This result was consistent both for total scores on the test and for average scores on subtests based on individual reading booklets. Furthermore, average scores on items dealing with sentence comprehension were consistently lower than those for word recognition when material from booklets #1 through 5 were compared. Material from booklets #6, 7, and 8 were completed by such a small and possibly elite sample of students that no valid comparisons could be made.

Objective 3: Students in the Spanish Reading Program will learn at least two-thirds of the Spanish correspondences during the year.

The Spanish Reading Program contains 39 Spanish correspondences. In order to attain two-thirds (26) of the correspondences, the students would have to complete reading booklets #1 through 5 and part of booklet 6. Data presented in Figure 1 indicated that 115 students had completed reading booklet #5 and only 25 of the 115 students had finished booklet #6. In other words, approximately 10% of the students achieved this objective. Data presented in Table II showed that the classrooms which completed booklet #5 achieved criterion on all subtests of the corresponding interim test.

Objective 4: The students in the Spanish Reading Program will demonstrate an awareness that the correspondence between letters and sounds is not always one-to-one.

Correspondences other than one-to-one are begun in reading booklet #5. Only the students who completed booklet #5 would have test data available to determine their achievement. Data from interim test #5 corresponding to booklet #5 was presented in Table II. The results indicated that all classrooms which administered the test (9 classrooms, a total of 115 students) attained the stated criterion on all subtests.

Objective 5: Students in the English as a Second Language Program will demonstrate their ability to generate orally at least three-fourths of the English sentence patterns contained in the ROCK I Kit.

At the beginning of the 1972-73 school year, there were 34 classrooms in the ESL program. The number was subsequently increased to 38 as late enrollments made it necessary to form new classrooms.

The ROCK English as a Second Language program contained 128 individual language lessons. A plateau test was administered to students at specified lesson intervals (approximately 15 lessons). A total of eight plateau were to be administered as part of the ROCK program. The plateau tests were administered individually to six students (2 high, 2 middle, 2 low) rather than to the whole class. Different students were selected for each test in order to get a representative picture of the classroom.

Each plateau test contained 10 items designed to test various English sentence patterns. The results of plateau tests 1-6 are summarized in Table III. (A more complete set of data in the plateau tests is presented in Appendix A.) Table IV shows that only 24 classrooms administered plateau test #1. This is because the test was being revised and was not completed until after some of the classrooms had progressed beyond the lessons to be tested. In these classrooms, the old test was administered as an aid to the teacher, but was not included as a part of the present set of analyses. The table indicates that 15 of the 24 classrooms achieved the criterion on test #1. On plateau tests 2 through 6, the results were quite similar. For test #2, 3, and 4, thirty-six classrooms administered the test and from 20-22 achieved criterion. On test #5, 32 classrooms gave the test and 19 reached criterion. Similarly on test #6, 30 classrooms administered the test and 19 achieved criterion. Tests #7 and 8 were administered in fewer classrooms (15 and 7 respectively) because some of the classrooms either did not complete the total program, or did not test the students. The results of the ESL plateau tests indicates a consistent pattern.

TABLE IV

ENGLISH AS A SECOND LANGUAGE INTERIM TESTS

School	Total Number of Classrooms R 2 R Program	Number of Classrooms Achieving Criterion* Test #1	Test #2	Test #3	Test #4	Test #5	Test #6	Test #7	Test #8
School A	10	(9) 5**	(9) 5	(9) 2	(9) 3	(7) 2	(7) 5	(2) 1	(0) 0
School B	1	(0) 0	(1) 1	(1) 1	(1) 1	(1) 1	(0) 0	(0) 0	(0) 0
School C	3	(3) 3	(3) 3	(3) 2	(3) 3	(1) 0	(3) 2	(2) 2	(2) 2
School D	9	(1) 1	(9) 4	(9) 8	(9) 9	(9) 8	(9) 7	(7) 3	(3) 2
School E	9	(9) 5	(9) 4	(9) 4	(8) 2	(8) 5	(6) 2	(0) 0	(0) 0
School F	5	(2) 1	(4) 3	(4) 2	(5) 3	(5) 2	(4) 2	(4) 3	(2) 1
School G	1	(0) 0	(1) 1	(1) 1	(1) 1	(1) 1	(1) 1	(0) 0	(0) 0
TOTALS	38	(24) 15	(36) 21	(36) 20	(36) 22	(32) 19	(30) 19	(15) 9	(7) 5

* Criterion for each test was 67% (2/3) of the students tested scoring 70% or above on the test.

** Number in parenthesis deontes the number of classrooms in which the test was administered.

From 60% to 65% of the classrooms administering a test achieved criterion on tests #1 through 7 (test #8 was administered in only 7 classrooms).

Objective 6: Every child in the Right to Read Program will volunteer to relate experiences at least once each week during sharing time.

Every classroom is conducting sharing time at least once each week. However, permanent records of each child's contribution are not available because most of the teachers have used the blackboard rather than poster charts to write down the students' oral statements.

Objective 7: By the end of the year, 90% of the student statements written during sharing time will be in English.

This objective has been transferred to the first grade objectives for 1973-74 for these students. Since the kindergarten students have learned to read in Spanish but not in English, it is not appropriate to write English words on the sharing time chart.

SUMMARY AND CONCLUSIONS

A goal established for the Right to Read Project was for each classroom to complete reading booklet 5 by the end of the school year. Fifteen percent of the classrooms actually finished booklet #5, and an additional 17% of the classrooms had started this booklet at the end of the school year. While this rate of progress is somewhat lower than expected, two mitigating circumstances were present. These circumstances were late student enrollments, which required the formation of four additional classes at different points in time during the year, and the large number of monolingual teachers (16 teachers - 42%) assigned to the project. The teachers who were not bilingual had to rely on teacher aides to

present the Spanish Reading materials. Action taken by Region One has been to provide additional training for the aides. In addition, the Project Director has pointed out to the cooperating Right to Read school districts the necessity for assigning bilingual teachers to the Spanish Reading Program for 1973-74.

The ESL program has progressed about as planned during the year. Approximately 65% of the classrooms completed over 90% of the 128 lessons in the program and 85% completed 80% of the lessons. These figures are within acceptable limits of progress because the first 20 lessons of the ESL program presented in first grade consist of a review of the kindergarten program. Although test scores in some classrooms were somewhat lower than the criterion levels set at the beginning of the year, a contributing factor was the tendency by the teachers to be too strict in requiring the exact response called for on the test. In a number of instances, children gave responses using acceptable English sentence patterns, but did not receive credit because their responses did not coincide precisely with the test responses. Action taken to correct this problem in 1973-74 was to include additional inservice about test administration and scoring during the one-week summer workshop conducted in June, 1973.

APPENDIX A

ENGLISH AS A SECOND LANGUAGE INTERIM TESTS
(As of May 1, 1973)

SCHOOL/TEACHER	TEST #1		TEST #2		TEST #3		TEST #4		TEST #5		TEST #6	
	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion
SCHOOL A: Teacher 1	6	3	6	4	6	1	6	4	6	1	6	4
2	6	1	6	0	6	1	6	1	6	1	6	1
3	6	4	6	0	6	2	6	2	6	3	6	3
4	5	2	6	2	6	2	6	1	6	4	6	6
5**	6	4	6	4	6	2	6	4	Did Not Test		Did Not Test	
6	6	3	6	4	6	4	Did Not Test		Did Not Test		Did Not Test	
7	6	6	6	6	6	6	6	5	Did Not Test		6	6
8	6	4	6	0	6	0	6	1	6	0	6	1
9	6	4	6	4	6	3	6	3	6	6	6	4
10**		—	—				6	0	6	0	Did Not Test	
SCHOOL B: Teacher 1	Old Test #1		6	4	6	4	6	6	6	5	Did Not Test	
SCHOOL C: Teacher 1	6	4	6	6	6	6	6	6	Not Available		6	6
2	3	2	3	3	6	1	6	4	6	3	6	2
3	6	4	6	5	6	5	6	4	Not Available		6	4
SCHOOL D: Teacher 1	Old Test #1		6	2	6	4	5	5	6	6	6	4
2	Old Test #1		6	4	6	5	6	4	6	6	6	5
3	Did Not Test		6	4	6	3	6	4	6	5	6	4
4	6	4	6	3	6	4	6	5	6	4	6	6
5	Old Test #1		6	6	6	4	6	6	6	6	6	4
6	Old Test #1		6	2	6	4	6	5	6	6	6	4

APPENDIX A (CONT.)

CONTINUED:

ENGLISH AS A SECOND LANGUAGE INTERIM TESTS
(As of May 1, 1973)

SCHOOL/TEACHER	TEST #1		TEST #2		TEST #3		TEST #4		TEST #5		TEST #6	
	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion	No. Tested	No. Above Criterion
SCHOOL D:												
Teacher 7	Old Test #1		6	0	6	4	5	5	6	3	6	0
8	Old Test #1		6	3	6	5	6	6	6	6	6	5
9	Old Test #1		6	5	6	4	6	6	6	4	6	2
SCHOOL E:												
Teacher 1	6	3	6	0	6	0	6	5	6	4	6	3
2	6	3	6	2	6	1	6	3	6	4	6	1
3	6	3	6	4	6	0	6	3	6	0	Did Not Test	
4	6	4	6	4	5	0	6	3	6	6	Did Not Test	
5	6	6	6	6	6	6	Did Not Test		6	6	6	6
6	6	5	6	5	6	4	6	5	6	4	Did Not Test	
7	6	3	6	1	6	1	4	1	6	3	4	3
8*	6	4	12	3	12	9	12	2	12	0	6	0
9*												
SCHOOL F:												
Teacher 1	Old Test #1		6	2	6	1	6	3	6	2	Did Not Test	
2	6	2	6	4	6	3	6	2	6	3	6	2
3	Old Test #1		6	5	6	5	6	5	6	4	6	4
4	6	5	6	6	6	5	6	6	6	6	6	6
5**							6	4	6	0	6	0
SCHOOL G:												
Teacher 1	Old Test #1		6	6	6	5	6	4	6	6	6	6

* Team Teachers
** Class was formed from students in existing classrooms after school year began.

APPENDIX B

SUMMARY OF PROGRESS BY RIGHT TO READ CLASSROOMS

School / Teacher	ESL Lesson Completed	Spanish ROLL Booklet Completed
School A Teacher 1*	110	1, 2
2*	110	1, 2
3	110	3, 5
4	115	1, 2, 3, 4
5*	70	3
6*	65	1, 2, 3
7*	115	1, 2, 3
8	128	2, 3
9	110	1, 2
10*	110	1, 2
School B Teacher 1	116	3, 4
School C Teacher 1	128	4, 5
2	128	4
3	128	3, 5
School D Teacher 1	121	2, 3, 4
2*	120	2, 3
3	128	2, 3, 4, 5, 6
4	128	1, 2, 3, 4
5	128	3, 4, 5, 6, 7
6*	128	2, 3, 4
7*	128	1, 2, 3
8	128	1, 2, 3
9	128	2, 3, 4
School E Teacher 1	128	1, 2, 3, 4, 5
2*	128	1, 2, 3, 4, 5
3	95	1, 2, 3, 4
4	90	1, 2, 3, 4, 5
5	128	3, 4, 5
6	128	2, 3, 4, 5, 8
7	100	1, 2, 3
8	98	1, 2, 3
9*	98	1, 2, 3
School F Teacher 1*	113	1, 2
2*	128	2, 3, 5
3*	128	2, 3, 4
4*	128	1, 2, 3
5*	128	1, 2
School G Teacher 1	128	2, 3

*Monolingual Teachers